



## A STUDY ON THE REFORM AT THE SCHOOL STAGE IMPROVING THE PERFORMANCE OF STUDENTS IN SCHOLASTIC AND CO-SCHOLASTIC AREAS

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### Abstract

CBSE is bringing reforms at the school stage so that students performance may be improved in scholastic and co – scholastic areas. Therefore, this study has been under taken to find out what reforms at the school stage is improving the performance of students in scholastic and co-scholastic areas. A random sample of 50 teachers and 100 students of CBSE schools were selected from Raipur. Self made questionnaire were used to collect the relevant data. The results revealed that conducting different types of tests develop good study habit in students. Assessment of listening and speaking skills will equip the students with good communication skills. Further the results revealed that inclusion of value based question and open book examination will help the students in enhancing higher order thinking skills. Teachers favored that co-scholastic assessment are also important for imparting value education and it should be done systematically and methodologically.



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### INTRODUCTION

Assessments at school level emphasize more on academic performance based on written tests. These tests demarcate the students as intelligent or slow learners. Scholastic aspects were duly taken into by our assessment system whereas we need to look at the holistic assessment of a child which includes assessment of both: scholastic and co scholastic areas.

In the modern schooling increasing emphasis is laid on the personal and social development of the child as well as his academic achievements, which has called for the corresponding development of a variety of techniques for appraising all phases of child growth and development of his achievements, of behavior and of teaching-learning processes.

## **Scholastic and Co-Scholastic Assessment**

### **Scholastic Assessment**

Scholastic Assessment is a process in which knowledge, skills, understanding, attitudes and applications are recorded in measurable terms. To improve the teaching learning process, assessment should be both formative and summative. Scholastic Assessment includes Periodic Assessment/ Formative Assessment and Summative Assessment/ Term Exam.

### **Formative Assessment/ Periodic test**

Formative Assessment/ Periodic test is a tool used by the teacher to continuously monitor students' progress in a nonthreatening, supportive environment which involves a regular descriptive feedback, a chance for the student to reflect upon the performance, take advice and improve. It is carried out during a course of instruction for providing continuous feed back to both teachers and the learners.

### **Summative Assessment/ Term End Examination**

Summative assessment/ Term End Examinations are carried at the end of the course of learning. It measures or 'sums up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or a set of grades. The methods used for Summative assessment / Term End Examinations are the most traditional methods such as Objective type, Short Answers and Long Answers.

### **Co-Scholastic Assessment**

The Co- Scholastic abilities are concerned with the learner's attitude, interest, values, feelings, habits, social interaction. These co-scholastic areas assessed indirectly by merely observing the behavior of the learner and his experiences and also through biographies, self reports, checklists etc. The co-scholastic Assessment is the desirable behavior related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health; it consists of parts - 2(A) Life skills, 2(B) work education, 2(C) Visual and performing Arts, 2(D) Attitudes and Values and 3. Co-curricular Activates which comprises of 3(A) Activities and 3(B) Health and 3(C) Physical Education.

### **Life Skills Education**

Life Skills are defined as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life – World Health Organization (1997). Moreover, based on this definition a working definition was formed by South East Asian Region (SEAR) as "abilities for adaptive and positive behavior that enable them to deal with the demands and challenges within the family, community and cultural context of SEAR countries. Co-scholastic skills of students have become an integral part of

the student evaluation system in CBSE schools. There are a large number of life skills emanating from various sources, for practical purposes and for feasibility, the life skills chosen are Self-awareness, Problem Solving, Decision making, Critical thinking, Creative thinking, Interpersonal relationship, Effective communication, Empathy, Coping and dealing with stress.

### **Attitude and Value System**

Education for values aims at promoting broader capabilities, attitudes and skills that matter, not just in schools but also life beyond schools, making the world a better place for them and for their family, friends, colleagues and others. Education for values highlights the understanding that values are to be inculcated in students not just for their own interest but also for the common

Good, reflecting the balance between individual's interest and larger interest. The focus, therefore, can not only be improving academic knowledge, practical and technical skills mostly tied to market needs and employability but also holistic education focusing on the emotional and relational skills conducive to health and wholeness of the society and the nation. The aim of holistic development of students can thus be located in education for values.

### **Literature review**

**National Policy of Education, (1986)** recommended that minimum level of learning laid down at each stage of primary education, and that steps be undertaken to ensure that all students achieve these minimum levels of learning.

**National Curriculum Framework (1988)** considered necessary to develop a scheme of evaluation in order to improve the evaluation system. A school based evaluation scheme was conceived at implementing the idea of continuous and comprehensive evaluation in school situation by the unit of Department of Educational Evaluation and Measurement.

**Junge et al. (2003)** examined the development of life skills within a sample of kindergarten through sixth grade students enrolled in 4-H after school programs. Results of retrospective pre/post-surveys indicate that children rolled in the program showed life skill gain over time, and that gain on specific life skills differ as a function of age, gender, and ethnicity.

**Jones (2010)** showed that students need technical and academic skills as well as the ability to think and work collaboratively with others. Career education must begin in middle school or earlier to allow students time to develop the aptitudes, skills and attitudes necessary to create an awareness of their chosen career.

**Rao et al. (2011)** analyzed the importance of Life Skills Education (LSE) in terms of behavior modification of juvenile delinquents. Interactive and participatory methods were adopted for the training. Results showed that life skills program helped them to strengthen their personalities. Behavioral changes took place among the boys who were trained and criminal propensity came down and morality increased.

**Tahir Mehmood et. al. (2012)** the study was designed to find out the impact of co-curricular activities on personality development of Secondary School Students. On the basis of data analysis, it was found that co-curricular activities have significant impact on selected personality traits.

**Zahida Habib (2012)** the modern education system recognizes that child comes to school for all-round and better development. It aims at the development of the total personality of the child and for that school provides opportunities for experience. Results indicated that Community Model Schools were better in student performance due to well organized co-curricular activities and physical facilities than Govt. Girls Primary Schools. By and large it came out that the performance of community model schools is better than Govt. Girls Primary Schools which is due to the well organized co-curricular activities in Community Model Schools.

### **Objectives**

The objectives of this research are as follows:

1. To find out reform at school stage of CBSE students improving their performance in scholastic areas.
2. To find out reform at school stage of CBSE students improving their performance in co-scholastic areas.

### **Sample**

A sample for the study was 50 teachers and 100 students of CBSE schools selected by random sampling method.

### **Research methodology**

A survey research methodology was selected.

### **Tool**

A self made questionnaire was used by the researcher. It was made on viewpoints presented regarding reform at the school stage is to help the learners to improve their performance in scholastic areas and co- scholastic areas.

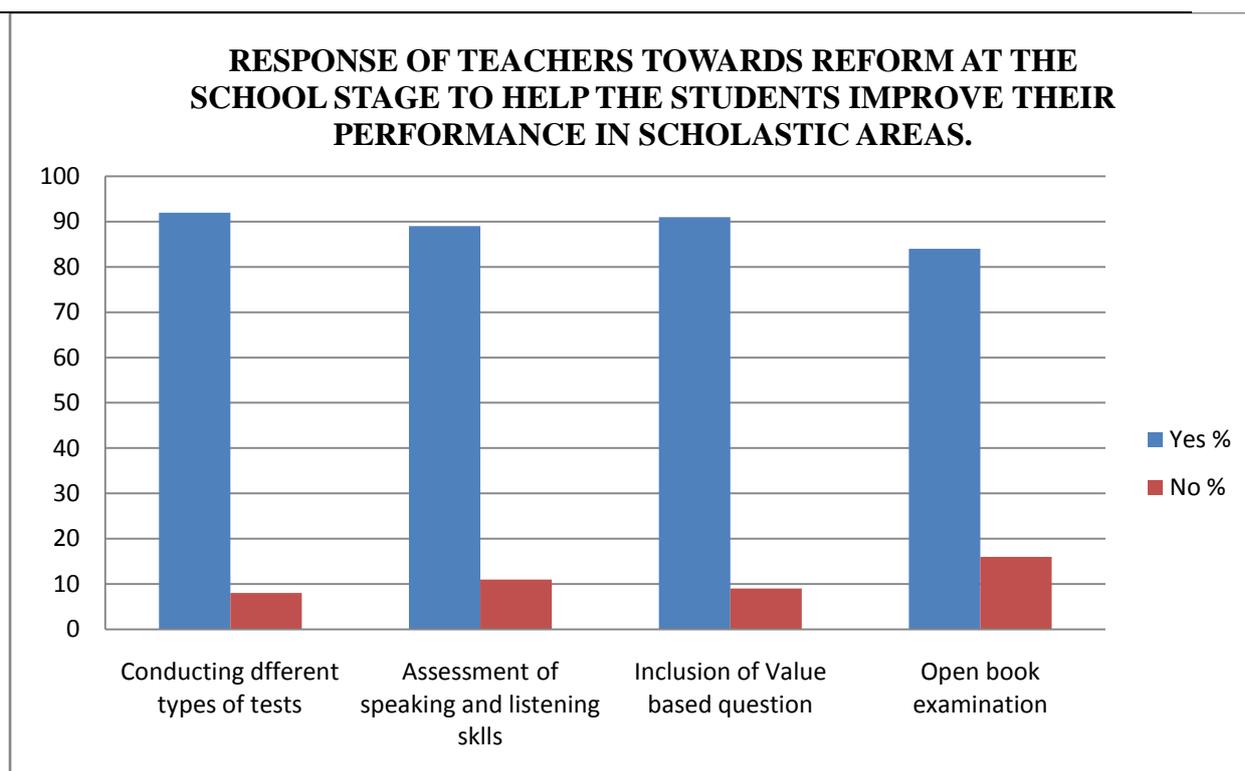
### **Procedure of the study**

The researcher visited CBSE schools to know the awareness of teachers and students about the assessment of scholastic and co-scholastic aspects of the learner. A questionnaire was distributed and analyzed as per the responses given by the CBSE school teachers and students.

### **Data representation**

**Table 1: Response of Teachers On The Reform At The School Stage Improving The Performance Of Students In Scholastic Areas**

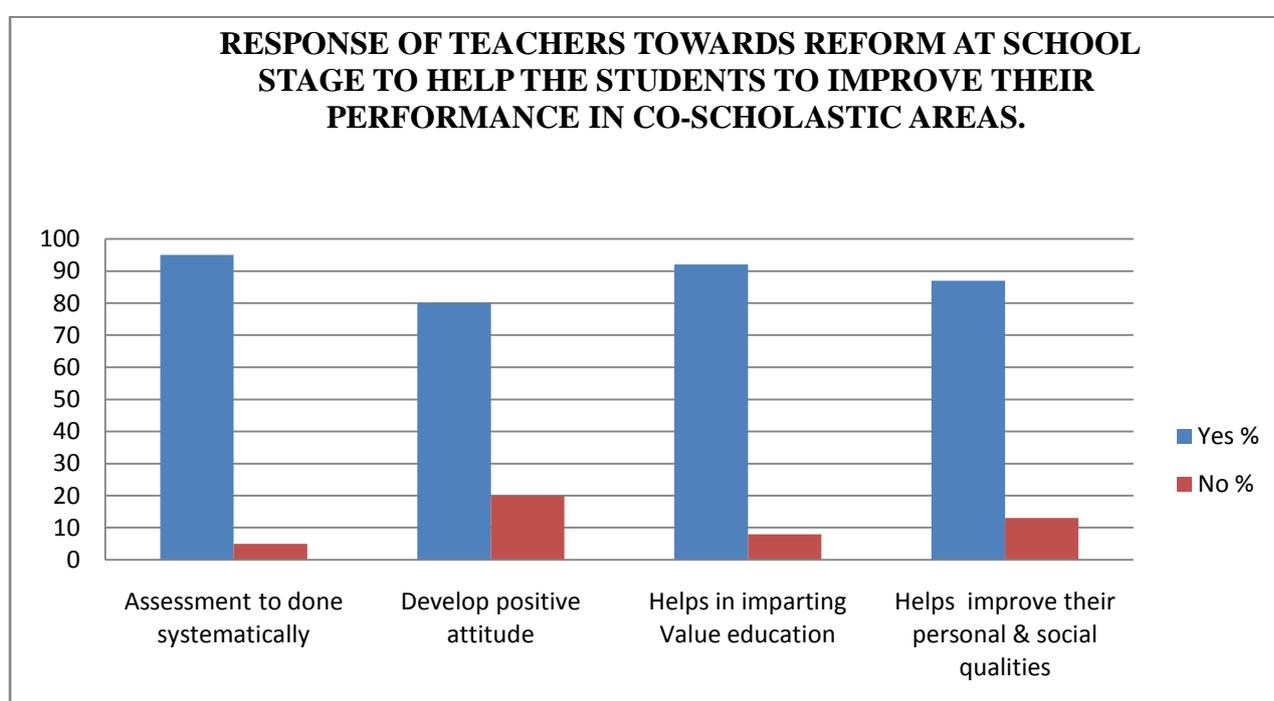
<b>Question</b>	<b>Yes %</b>	<b>No %</b>
Conducting different types of tests	92%	8%
Assessment of Speaking and listening skills	89%	11%
Inclusion of Value Based Question	91%	9%
Open book examination	84%	6%



**GRAPH 1**

**Table No.2:Response Of Teachers On The Reform At The School Stage Improving The Performance Of Students In Co-Scholastic Areas.**

Question	Yes %	No %
Assessment to be done systematically	95%	5%
Develops positive attitude	82%	18%
Helps in imparting value education	92%	8%
Learning & practicing life skills help students to improve their personal & social qualities	87%	13%

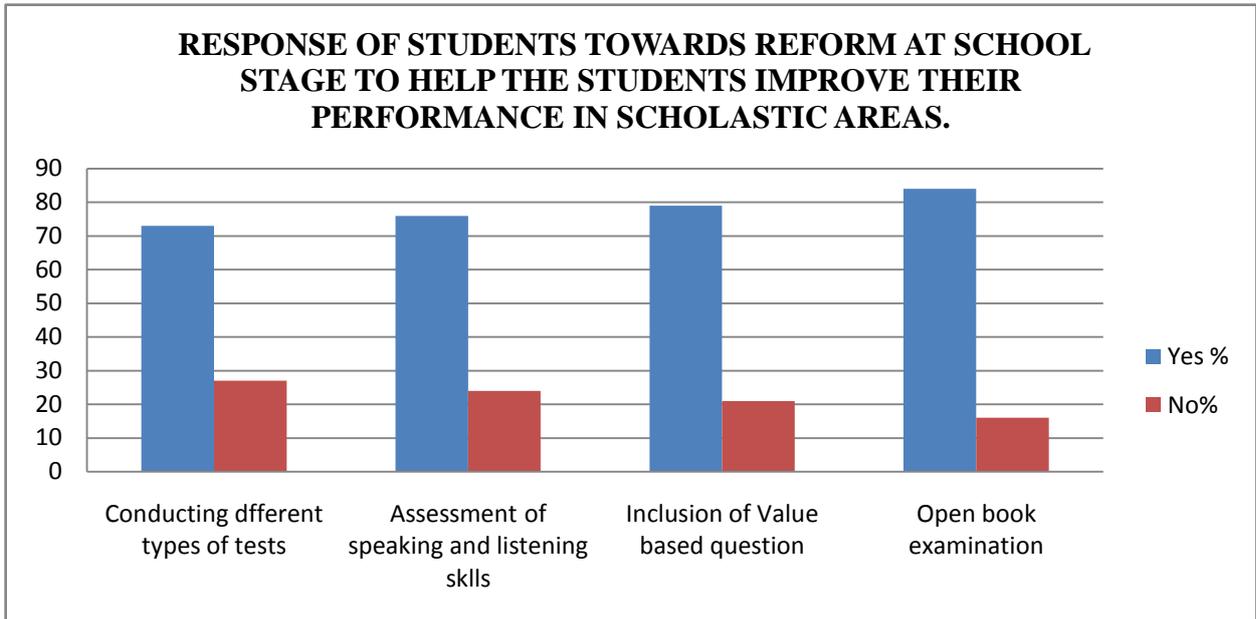


**GRAPH 2**

**Table No. 3: Response Of Students On The Reform At The School Stage Improving The Performance Of Students In Scholastic Areas**

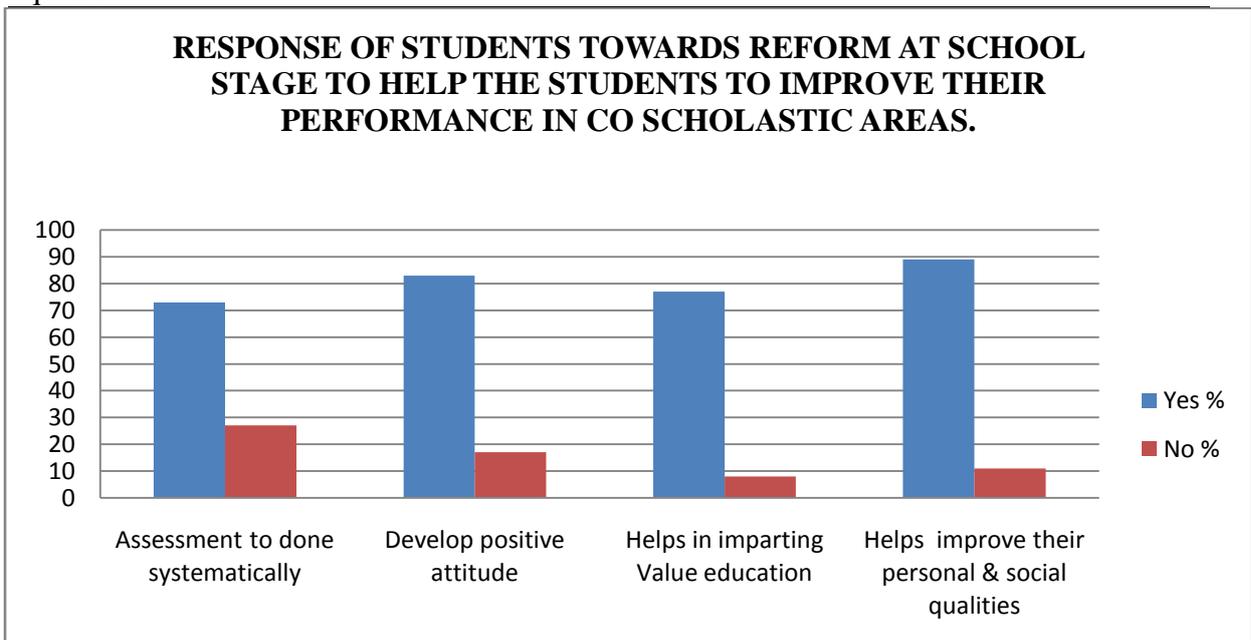
Question	Yes %	No %
Conducting different types of tests	73%	27%
Assessment of Speaking and listening skills	76%	24%
Inclusion of Value Based Question	79%	21%
Open book examination	84%	16%

**GRAPH 3**



**Table No.4: Respsene Of Students On The Reform At The School Stage Improving The Performance Of Students In Co-Scholastic Areas.**

Question	Yes %	No %
Assessment to be done systematically	73%	27%
Develops positive attitude	83%	17%
Helps in imparting value education	77%	23%
Learning & practicing life skills help you to improve your personal & social qualities	89%	11%



## **GRAPH 4**

### **Findings**

- As per Table No 1, the results revealed that 92% of the teachers agreed that conducting different types of tests develop good study habit in students. 89% of teachers admitted that assessment of speaking and listening helps the students top understand the language better. 91% of teachers favored the value based questions as a part of summative assessment. Majority of the teachers (84%) admitted that open text book examination helps the students to enhance their thinking skills. (Graph 1)
- According to Table No 2, the results revealed that 92% of the teachers admitted that the assessment of co-scholastic areas need to be done systematically and methodologically. 80% of the teachers admitted that co-scholastic activities develop positive attitude and confidence. 87% of the teachers agreed that learning & practising life skills help the students to improve their personal & social qualities. (Graph 2)
- As shown in Table No. 3,seventy-three (73%) of students accepted that multiple types of tests develop good study habits, but 17% of the students felt it burdensome to have so many tests. 76% of the students agreed with assessment of speaking and listening helps the students top understand the language better. 79% of the students favored the value based questions as a part of summative assessment. Majority of the students (84%) admitted that open text book examination helps the students to enhance their thinking skills. (Graph 3)
- As per Table No. 4, majority of the students (77%) felt that co - scholastic activities are also important for imparting value education.73% of the students agreed that assessment in co-scholastic areas need to be done systematically and methodologically. Most of the students agreed that co-scholastic activities develop positive attitude and confidence. 89% of the students favored that learning & practicing life skills helps them to improve their personal & social qualities. (Graph 4)

### **Conclusion**

With the growing demand and concern for improving the quality of achievement of the learner, various commissions have stressed on the assessment of co- scholastic areas along with scholastic aspects which include life skills, attitudes and value system. Life skills are very important to develop healthy habits, attitudes decision making, problem solving, critical thinking, and effective communication, building healthy relationships and managing their

lives in a healthy productive manner. Since it is a new area of evaluation system and new curriculum, we face several challenges, and look for remedies for better implementation.

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